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ABSTRACT

This guide assists English-as-a-Second-Language educators in helping students fill out simple application forms. The guide discusses performance outcomes, communications teaching points, SCANS (Secretary's Committee on Achieving Necessary Skills) competencies, classroom configurations, materials, and procedures. Blank forms, suitable for reproduction, designed to record contact information for students, are also provided. (KFT) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

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E L T

Technical Assistance for
English Language Training Projects
1997-1998

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SCANS PLANS PORTFOLIO

Applications

by Barbara Sample, Spring Institute for International Studies

Level: Low level to Multi-level

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Performance Outcomes:
1. Students will recognize application vocabulary by matching pictures or examples and words.
2. Students will fill out simple application forms completely and correctly.
3. Students will work with others in pairs or small groups to negotiate and come to agreement in matching application language with meanings.

Communication teaching points: Reading words, linking pictures (or examples) and words

SCANS Competencies:

Interpersonal skills: teaching others, working well with people from culturally diverse backgrounds
Systems: monitoring and correcting performance
Basic Skills: reading, speaking, listening
Thinking Skills: knowing how to learn
Personal Qualities: individual responsibility, sociability

Classroom configurations: Class, pairs or small groups

Materials: picture and word cards, simple personal information and application forms

Procedure:

1. Show large pictures of items that relate to personal information, transparencies on an overhead projector, or realia to the class. Have students verbalize the meaning of each item orally. For example, a picture of a phone with a blank space on the front should elicit *phone number.* If your students can read numbers, *977-3245* should also elicit *phone number.* (Sources of ideas for pictures or examples: WorkStyles manual, Chalk Talks in the "Basic Facts-Vital Statistics" section of the book and English for Adult Competency Book 1 do a nice job of illustrating personal information concepts. See attached examples.) The initial list of words might include *SS#, address, name, country, zip code, telephone number, city, state, area code.*

2. Write the word for each item or concept on a flip chart or chalk board. Read the words aloud and hold up the pictures (or examples) that correspond. Pass out the pictures. Have students come up to the board to match the large picture with the appropriate word. Gradually add to this list each day so that key application words such as *first name, last name, residence, social security number, date available, felony conviction,* etc. are very familiar to the students.

3. Divide the class into small groups of three or four students. Provide each group with six to ten pairs of picture and word cards. Put the pictures on cards of one color and the words on cards of another color. Have students work together to match the cards. Increase the number of cards or difficulty of vocabulary for more advanced students or as students learn more words.

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You can give small groups a set of application language picture and word cards to match, even on the first day of class. It gives people a chance to work together and can be used as a diagnostic activity to show what they do and don't know.

Recycle these pictures and words in a variety of ways:

- Write the words on flip chart pages and draw pictures as reminders or write the students' definitions in their own words (a la Language Experience). Post these sheets around the room so they become a wall of dictionary pages which reinforce the students' knowledge and surround them with the written word. Students can review the words whenever they have a little time to spare.

- Play fish and concentration with the cards.

- Practice the same words and meanings with word search sheets, matching exercises, or crossword puzzles. (See attached examples.)

- Use computer games such as wheel of fortune, hangman, and crossword puzzles with the same words and definitions or examples.

4. If your students are illiterate, work on the formation of numbers and letters to write the words and numbers they will need for application forms. Have all students practice writing personal information. Start with their own names, add the city and state, then their address and phone number.

5. Give students simplified forms which ask for information in a different order, which utilize different formats such as boxes, and which are written in capital letters, italics, or in other scripts. Have them write their own personal information in the appropriate blanks (See attached examples).

Gradually move to more complex forms. Add words they may not know but can begin to guess because of their position or placement on a form (such as *residence* for *address*, *family name* for *last name*, etc.). The principal is to move from the known to the unknown, from the simple to the complex.

NAME	ADDRESS	ZIP CODE
PHONE NUMBER	SOCIAL SECURITY NUMBER	COUNTRY
DATE OF BIRTH	MARITAL STATUS	OCCUPATION

First Name _____
Middle Name _____
Last Name _____
Address _____
City _____
Zip Code _____

Phone _____
Address _____
Last Name _____
Zip Code _____
First Name _____
City _____
Middle Name _____

Full Name _____
Zip Code _____
State _____
First Name _____
Last Name _____
City _____
Phone _____
Address _____

First Name _____ Middle Name _____ *Last Name* _____

ADDRESS _____ CITY _____

Social Security Number [ ][ ][ ] [ ][ ] [ ][ ][ ][ ]

FULL NAME: _____
First Name **Middle Name** LAST NAME

Address: _____
Address City State Zip Code

Emergency Phone No.: [ ][ ][ ][ ][ ][ ][ ] AGE: _____

TELEPHONE NO.: [ ][ ][ ][ ][ ][ ][ ]

Social Security No.: [ ][ ][ ][ ][ ][ ][ ][ ]

NAME: _____ _____ _____
Last First Middle

Address: _____ _____ _____ _____
ADDRESS *City* State Zip

Social Security No.: _____

TELEPHONE NO.: _____